

Hodges Elementary

4717 Main Street
Hodges, SC 29653

Grades	PK-5 Elementary School	
Enrollment	255 Students	
Principal	Susan Buchanan	864-374-5000
Superintendent	William P. Steed, Ed.D.	864-941-5400
Board Chair	Dru James	864-223-1878

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	32	62	10	1

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Below Average	No
2004	Average	Unsatisfactory	No
2005	Average	Average	Yes

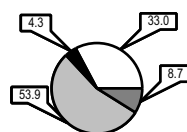
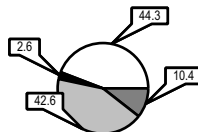
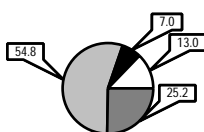
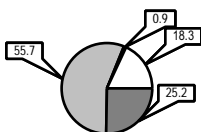
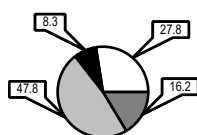
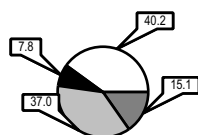
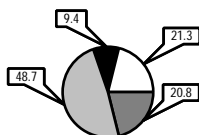
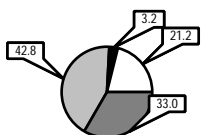
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	124	100.0	18.3	55.7	25.2	0.9	38.3	Yes	Yes
Gender									
Male	70	100.0	18.2	63.6	18.2	0.0	31.8		
Female	54	100.0	18.4	44.9	34.7	2.0	46.9		
Racial/Ethnic Group									
White	76	100.0	13.0	50.7	34.8	1.4	49.3	Yes	Yes
African American	45	100.0	27.3	63.6	9.1	0.0	20.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	98	100.0	13.8	56.4	28.7	1.1	42.6		
Disabled	26	100.0	38.1	52.4	9.5	0.0	19.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	124	100.0	18.3	55.7	25.2	0.9	38.3		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	122	100.0	18.4	55.3	25.4	0.9	38.6		
Socio-Economic Status									
Subsidized meals	85	100.0	22.1	57.1	19.5	1.3	32.5	Yes	Yes
Full-pay meals	39	100.0	10.5	52.6	36.8	0.0	50.0		

Mathematics – State Performance Objective = 36.7%									
All Students	124	100.0	13.0	54.8	25.2	7.0	47.0	Yes	Yes
Gender									
Male	70	100.0	12.1	51.5	27.3	9.1	48.5		
Female	54	100.0	14.3	59.2	22.4	4.1	44.9		
Racial/Ethnic Group									
White	76	100.0	8.7	46.4	33.3	11.6	58.0	Yes	Yes
African American	45	100.0	20.5	65.9	13.6	0.0	29.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	98	100.0	7.4	57.4	27.7	7.4	51.1		
Disabled	26	100.0	38.1	42.9	14.3	4.8	28.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	124	100.0	13.0	54.8	25.2	7.0	47.0		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	122	100.0	13.2	54.4	25.4	7.0	47.4		
Socio-Economic Status									
Subsidized meals	85	100.0	15.6	61.0	20.8	2.6	39.0	Yes	Yes
Full-pay meals	39	100.0	7.9	42.1	34.2	15.8	63.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	124	100.0	44.3	42.6	10.4	2.6	13.0
Gender							
Male	70	100.0	37.9	47.0	12.1	3.0	15.2
Female	54	100.0	53.1	36.7	8.2	2.0	10.2
Racial/Ethnic Group							
White	76	100.0	27.5	55.1	13.0	4.3	17.4
African American	45	100.0	70.5	22.7	6.8	0.0	6.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	98	100.0	38.3	48.9	10.6	2.1	12.8
Disabled	26	100.0	71.4	14.3	9.5	4.8	14.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	100.0	44.3	42.6	10.4	2.6	13.0
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	122	100.0	43.9	43.0	10.5	2.6	13.2
Socio-Economic Status							
Subsidized meals	85	100.0	51.9	36.4	10.4	1.3	11.7
Full-pay meals	39	100.0	28.9	55.3	10.5	5.3	15.8

Social Studies							
All Students	124	100.0	33.0	53.9	8.7	4.3	13.0
Gender							
Male	70	100.0	36.4	51.5	7.6	4.5	12.1
Female	54	100.0	28.6	57.1	10.2	4.1	14.3
Racial/Ethnic Group							
White	76	100.0	26.1	55.1	13.0	5.8	18.8
African American	45	100.0	43.2	52.3	2.3	2.3	4.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	98	100.0	25.5	59.6	9.6	5.3	14.9
Disabled	26	100.0	66.7	28.6	4.8	0.0	4.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	100.0	33.0	53.9	8.7	4.3	13.0
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	122	100.0	32.5	54.4	8.8	4.4	13.2
Socio-Economic Status							
Subsidized meals	85	100.0	37.7	54.5	3.9	3.9	7.8
Full-pay meals	39	100.0	23.7	52.6	18.4	5.3	23.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	43	100.0	27.5	37.5	35.0	N/A	35.0
	4	47	100.0	25.0	52.3	22.7	N/A	22.7
	5	61	100.0	24.6	62.3	13.1	N/A	13.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	42	100.0	17.5	42.5	37.5	2.5	40.0
	4	37	100.0	14.7	73.5	11.8	0.0	11.8
	5	45	100.0	22.0	53.7	24.4	0.0	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	43	100.0	17.5	67.5	10.0	5.0	15.0
	4	47	100.0	25.0	50.0	15.9	9.1	25.0
	5	61	100.0	9.8	59.0	18.0	13.1	31.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	42	100.0	15.0	65.0	15.0	5.0	20.0
	4	37	100.0	20.6	38.2	38.2	2.9	41.2
	5	45	100.0	4.9	58.5	24.4	12.2	36.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	42	100.0	47.5	47.5	2.5	2.5	5.0
	4	37	100.0	38.2	44.1	14.7	2.9	17.6
	5	45	100.0	46.3	36.6	14.6	2.4	17.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	42	100.0	40.0	55.0	5.0	0.0	5.0
	4	37	100.0	26.5	64.7	8.8	0.0	8.8
	5	45	100.0	31.7	43.9	12.2	12.2	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 255)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.2%	Down from 2.1%	3.7%	3.0%
Attendance rate	96.7%	Down from 96.8%	96.2%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.3%	Up from 9.3%	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.7%	Up from 5.3%	3.3%	3.2%
Eligible for gifted and talented	15.7%	Up from 9.8%	11.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.1%	Down from 10.8%	9.0%	8.2%
Older than usual for grade	0.0%	Down from 0.4%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	40.0%	Down from 43.8%	52.5%	52.6%
Continuing contract teachers	95.0%	Down from 100.0%	84.0%	83.3%
Highly qualified teachers	100.0%	No change	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.3%	Up from 85.7%	87.1%	87.0%
Teacher attendance rate	95.6%	Down from 96.4%	94.8%	95.0%
Average teacher salary	\$42,185	Up 1.2%	\$41,404	\$41,703
Prof. development days/teacher	15.9 days	Up from 14.2 days	13.2 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 19.5 to 1	18.4 to 1	18.8 to 1
Prime instructional time	88.4%	Down from 91.8%	89.1%	89.8%
Dollars spent per pupil*	\$6,321	Down 8.6%	\$6,022	\$6,242
Percent of expenditures for teacher salaries*	54.9%	Down from 61.6%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	86.9%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year was a very challenging year for students, faculty, and staff at Hodges Elementary School. Teachers and staff continued to work diligently to meet the requirements of No Child Left Behind. As a result, we met 16 out of 17 goals required for AYP or 94%. We used this data, along with our MAP results, to develop instructional strategies to reach all groups of students.

Our faculty participated in an intensive, yearlong training initiative to support a Balanced Literacy approach for teaching English/Language Arts. Teachers received training in Guided Reading from Dr. Jan Richardson. They also attended classes and conducted observations in order to effectively implement components of Balanced Literacy such as, interactive read-alouds, shared reading, guided reading, and Writer's Workshop. Support for the implementation of Balanced Literacy included a part time reading coach and an Instructional Specialist who modeled components of Balanced Literacy. Literacy materials were purchased to enhance reading instruction as well. To instill a love for reading and build comprehension skills, our media specialist sponsored an annual reading rally, monthly books and breakfast for students and parents, an author and illustrator visit and luncheon, and a monthly book club. In addition, we are trying to keep our students reading throughout the summer by opening our media center every Tuesday and providing enriching reading programs and activities.

Students in grades 3-5 also benefited from Closing The Achievement Gap in reading and math. Standards-based lessons were developed and taught in reading and math. Based on mini assessment results, students received enrichment and/or remediation in reading and math. Part of the enrichment/remediation time for math was spent with a computer-assisted comprehensive math program.

The open door policy at Hodges Elementary encourages parents to become involved in their child's education. The school and PTO planned many opportunities for families to visit our school. Some of these events included Grandparents Day, Fall Festival, parent conferences, monthly birthday book celebrations, All-Stars, Out of this World Family Math and Science Night, In The Spotlight, student performances, PTO meetings, and field day and cookout. Parents and students also supported service-learning projects throughout the year. Some of these included recycling, Quarters for a Cure, and canned food drives.

We promote a positive school climate at Hodges Elementary with activities such as guidance lessons addressing character development, student recognition on WHOD TV, honor roll, perfect attendance, and monthly staff recognition. PTO provides teacher appreciation incentives throughout the year. We appreciate the work of our dedicated PTO and School Improvement/Title I committees.

Hodges Elementary provides a nurturing school environment where all students can succeed. Hodges Elementary is the place where we are buzzing with knowledge!

Susan Buchanan
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	44	41
Percent satisfied with learning environment	100.0%	90.5%	92.7%
Percent satisfied with social and physical environment	100.0%	95.5%	87.8%
Percent satisfied with school-home relations	84.2%	93.2%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.